



COURSE DATA

DATA SUBJECT

Code: 33656
Name: Linguistics for teachers
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	2	Second quarter, First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching language and literature in primary education	COMPULSORY

COORDINATION

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SUMMARY

This subject introduces students to the study of language, the internal structure of a linguistic system at its different levels, and the main theoretical approaches to language in use, particularly those connected with communicative approaches to language teaching (first or foreign languages).

The aim is to provide students with the theoretical foundations and basic conceptual tools needed to observe languages and their uses, and to reflect upon them. In this sense, it is conceived as a reference subject for future teachers, who must ground their professional activity on a rigorous knowledge of language and communication.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

Relation with other subjects of the same degree

No restrictions on enrolment with other subjects of the curriculum have been specified.

Other requirements

Students must demonstrate sufficient oral and written competence in both languages, in formal registers and for academic purposes.

They must be able to produce oral and written discourse that is coherent and appropriate to the uses of the academic field, in the language in which the course is taught.

COMPETENCES / LEARNING OUTCOMES

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Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Deal with language learning situations in multilingual contexts.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop and evaluate curriculum content through appropriate teaching resources and promote the corresponding competences in students.

Develop curriculum content through the media and ICT resources.

Develop language and communication skills by means of appropriate teaching resources.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.



Know the basics of bilingual and multilingual education.

Know the basic sources of research in the field of language and literature teaching and identify the object and methodology used.

Know the difficulties of non-native students for learning the official languages.

Know the languages and literature school curriculum.

Know the processes of interaction and communication in the classroom.

Know the processes of learning and teaching the written language.

Know the theories about language acquisition and development.

Promote cooperative work and individual work and effort.

Promote reading and encourage writing.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the basic principles of language and communication sciences.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Principles of Linguistics

- Linguistics and the sciences of language (formalism, functionalism, and cognitive linguistics)
- Properties of human language
- Sign and linguistic sign
- The structure of language
- Language and speech. Norm
- Language typologies



- The functions of language

Suggested practical activities

- Analysis of the characteristics of immigrant community languages
 - Comparison of writing systems
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2. Linguistic Description

- Levels and units of language
- Sounds: phonology and phonetics
- Words: lexical and semantic morphology
- Sentences: syntactic, semantic, and informational functions

Suggested practical activities

- Analysis of linguistic counselling software tools
 - Phonological systems of Catalan and Spanish: similarities and differences (compulsory practice)
 - World languages in contrast with Spanish and Catalan (words and sentences)
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3. Language in Use

- Communicative competence and linguistic competence
- Perspectives of pragmatics, discourse analysis, and text linguistics: units of analysis



- Pragmatics
- Discourse analysis
- Text linguistics

Suggested practical activities

- Analysis of linguistic exchanges in school settings
 - Observation of linguistic phenomena in child language
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4. Other Fields of the Language Sciences

- Language and psychological and biological aspects: Psycholinguistics and Neurolinguistics
- Language and the sociocultural context: Ethnolinguistics and Sociolinguistics

Suggested practical activities

- Fieldwork in ethnolinguistics (language and popular culture)
 - Sociolinguistic studies on code-switching in everyday situations
 - Research on sources, analysis, and presentation of the problem posed, methodology, and conclusions
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5. Linguistics and Language Teaching

- The relationship between Linguistics and Language Didactics



- Linguistic activity and grammar. The development of metalinguistic capacity
- The evolution of language teaching
- Language and grammar in Primary Education

Suggested practical activities

- Analysis of activities and materials on metalinguistic competence
- Design of activities related to text planning and revision
- Design of activities for grammatical reflection

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

To achieve the objectives of this subject, an active methodology will be used, requiring students' full involvement. A critical approach to the different theoretical positions in the field will be encouraged, while not excluding lectures when considered appropriate.

Academic practice in this subject is structured at different levels:



In-class activities (40% of the total workload)

1. **Theoretical-practical classes (30%)**

Face-to-face classes in which the course contents will be developed, discussed, and put into practice using different teaching resources: lectures, seminars, workshops, working groups, etc.

The guidelines and materials necessary for the development of these activities will be provided to students either during class sessions, through the reprography service, or via the virtual classroom.

Each year, a minimum of two practical activities listed in the course contents will be scheduled. One activity is compulsory for all groups: *The phonological systems of Catalan and Spanish: similarities and differences* (Block 2: Linguistic Description).

2. **Group work (5%)**

The purpose of group work is to highlight the importance of cooperative learning while reinforcing individual work. Presentations of this work may be done individually or collectively, either before the entire class or in tutorials and seminars with smaller audiences.

3. **Tutorials (5%)**

Individual and group tutorials will serve to guide and coordinate students in their individual and group tasks, as well as to assess their progress, activities, and the teaching methodology.

Independent activities (60% of the total workload)

4. **Independent study and work**

The model of the teacher as a classroom researcher underpins students' individual activity in formulating relevant questions, researching, analysing, developing, and later communicating information. In this sense, both individual and cooperative assignments will be proposed, all guided, supervised, and assessed by the teaching staff.

EVALUATION

Assessment will be continuous and comprehensive, with a formative and guiding character. It will take into account each student's ability to analyse both individual and collective learning processes.

For the final assessment of the course, the following aspects will be considered:



- The level achieved in acquiring the specific knowledge and skills of the subject.
- Mastery of methods, techniques, and other competences and skills expected of an Education degree student.
- Attitude towards the subject and respect for classmates; attendance and participation in class; interest and perseverance to achieve positive progress; as well as the ability to work in groups.
- The student's linguistic and communicative competence, both oral and written, in relation to level C1.
- Participation in activities organised during the complementary weeks.

Achievement of these criteria will be assessed through tests such as the following, provided that the student has attended at least 80% of the face-to-face classes:

- General final exam: 60–70%
- Coursework: 20–30%
- Class participation and activities: 10%

In written tests and assignments, attention will be paid to presentation, as well as orthographic, lexical, and grammatical accuracy, and to aspects of adequacy, coherence, and cohesion of the text. In this regard, the criteria established by the Catalan and Spanish teaching units will apply.

The language of instruction of the course will be the one each student is expected to use in class and in all assessment instruments.

Students who do not meet the minimum attendance requirement will have the right to sit a final exam covering the entire subject in each official examination session. In this case, the course instructor will agree with each student on the evaluation tasks to be carried out. The instructor will also indicate which tasks, due to their nature, cannot be recovered or assessed in the final exam.

Plagiarism (reproducing others' ideas without citing the source) or fraud (for example, through the use of artificial intelligence applications) in any assignment or test will entail the academic and legal consequences stipulated in the regulations of the University of Valencia – Estudi General.

Students are obliged to participate in the assessment process while respecting the principles of equality



and authenticity, completing the tests and assignments included in the subject's programme, and refraining from using or cooperating in fraudulent procedures during evaluation tests and submitted work.

REFERENCES

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